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ABSTRACT

One of 33 self-paced industry services leadership development (ISLD) modules, this module contains three sequential learning activities on selecting instructors for industry services. (The industry services program for which these materials were developed would involve provision of job training by public agencies for new or expanding private industry.) The first learning activity is designed to provide the learner (industry services leader) with the needed background information on teacher selection: Job description components, instructor responsibilities, sources of instructors (usually the client company), recruitment procedures, criteria for selection, and evaluation forms and devices. The second activity gives opportunity to apply the information in a practice situation, and the final check-out activity allows the learner to select an instructor for industry services in a real work situation, e.g., when employed or when serving as an intern learner. Feedback devices (a learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, instructor selection worksheet, and sample interview report form are appended for guidance in performing the objectives. (Two of the other modules deal with other aspects of acquiring resources: Securing a training site and securing training equipment, tools, and supplies.) (JT)

SELECTING INSTRUCTORS FOR INDUSTRY SERVICES



**SELF-PACED
INSTRUCTIONAL MODULE**

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INSTRUCTIONAL PROCEDURE

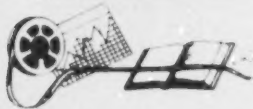
This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test, worksheet, and performance checklist) are provided to help you determine when each objective has been accomplished. Case study information is provided to guide you in completing the learner activities.

The first learning activity is designed to provide you with the needed **background information**. The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to select an instructor for industry services in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A) is used by the learner and the instructor/supervisor to assess progress. The checklist is applicable for both practice performance and performance in the real work situation.

After reading the **Objectives** and the **Introduction** on page 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity**.

- * If you already have the necessary **background information** required for selecting instructors, you may not need to complete **Learning Activity I**, p. 4.
- * If you already have had **practice** in selecting instructors, you may not need to complete **Learning Activity II**, p. 19.
- * Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p. 20, and select an instructor for an industry services program when you have access to a **real work situation**.

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing your progress at any time.



SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, much more has been written on this topic. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows. Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities.

Learning Activity I

- * Castetter, William B. **The Personnel Function in Educational Administration**. New York, New York 10022: MacMillan Publishing Co., Inc., 866 Third Avenue, 1971, pp. 34-35, 169-191, and 201-202.
- * Davis, Donald; and Nickerson, Neil C., Jr. **Critical Issues in School Personnel Administration**. Chicago, Illinois 60607: Rand McNally and Company, 1968, p. 31.
- * Fryklund, Vern C. **Occupational Analysis: Techniques and Procedures**. New York: Bruce Publishing Company, Inc., 1970, pp. 34-35.
- * Mager, Robert F., and Beach, Kenneth M., Jr. **Developing Vocational Instruction**. Belmont, California 94002: Fearon Publishers, 6 Davis Drive, 1967, pp. 7-9.
- * Wheat, Elwyn G.; and Messer, B. C. **Trade and Industrial Education Teacher's Handbook**. Mississippi State, Mississippi 39762: Research and Curriculum Unit for Vocational-Technical Education, Drawer DX, 1975.

Learning Activity II

- * References cited in Learning Activity I

Check-Out Activity

- * One or more resource persons who have selected instructors for industry services programs
- * State coordinator for industry services



OBJECTIVES

- I. After completing the required reading, take the learner self-test to demonstrate that you have attained the knowledge of selecting instructors for industry services. You should complete all items correctly. (**Learning Activity I**)
- II. After analyzing the performance instructions, complete all the designated experiences in selecting an instructor in a practice situation. Your work must conform to the work-sheet and checklist provided. (**Learning Activity II**)
- III. In an actual work situation, select an instructor for an industry services program. Satisfactory performance will be realized when all items on the performance checklist (Appendix A) are rated "yes." (**Check-Out Activity**)

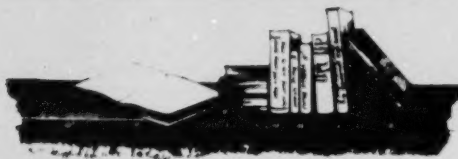
SELECTING INSTRUCTORS FOR INDUSTRY SERVICES



INTRODUCTION

In selecting an instructor for an industry services program, the primary objective is to fill the position with the person who appears most likely to succeed. The determination of who to hire for the position should be based upon a careful analysis of the prospective instructor's proven ability to direct and lead people. Industrial or trade experience directly related to the jobs to be covered in the instructional program is also a necessary requirement.

Customarily, instructors are selected from the client company. However, in some instances instructors may be hired from other sources. In either case, the selection of the best qualified instructor is of prime importance. The purpose of this unit is to provide information and experiences necessary to assist the industry services leader in choosing the instructor best suited for an industry services program.



LEARNING ACTIVITY I: INFORMATION

You should study the information presented in the following pages. You may wish to read more on the subject from the references listed in the section on **Supplementary Teaching/Learning Aids**. After reading these materials, you will demonstrate knowledge of selecting an instructor by completing the **Learner Self-Test**, p. 11. You will be evaluating your knowledge by comparing your self-test answers with the **Answers to Self-Test**, p. 15.

I. TERMS UNIQUE TO MODULE

- A. **Classroom climate.** Conditions or situations in the classroom which foster or hinder learning.
- B. **Cultural habits.** Ways of thinking, speaking, and acting which are peculiar to a particular group or region. May affect relationships when working with persons of dissimilar thoughts, speech, or actions.
- C. **Duty.** One of the distinct major activity groups involved in work performed, comprising related tasks.
- D. **Emotional adjustment.** The degree to which a person can suppress or eliminate dislike or fear of something or someone.
- E. **Job description.** A concise summary of the activities involved in a job or position.
- F. **Lead worker.** One who is skilled in a multiple number of production line tasks and/or areas of work.
- G. **Line supervisor.** One who oversees and directs the work of a group of production line workers.
- H. **Mental capacity.** The degree to which a person can receive, absorb, and retain information.
- I. **Social adjustment.** The degree to which a person can work in harmony with others.

II. THE COMPONENTS OF A JOB DESCRIPTION

One of the first tasks of the industry services leader in selecting instructors is to develop job descriptions. The job descriptions may include the following components:

- A. Title of the position**
- B. Purpose of the position**
- C. Principal duties/responsibilities**
- D. Organizational relationships**
- E. Preparation, experience, and skills required**

The organizational relationship section may, among other things, spell out explicitly to whom the instructor is responsible. It may also clarify any role the instructor may play in relation to other areas or personnel in the industry services program.

III. INSTRUCTOR DUTIES/RESPONSIBILITIES

- A. Pre-employment training.** The role of the instructor in pre-employment training will differ from his/her role in in-plant training. If the individual is "on loan" from the industry for which training is directed, the same person (s) will probably be responsible for both pre-employment and in-plant training. During pre-employment training, the instructor will likely be involved in counseling with applicants, securing and moving equipment, setting up equipment, ordering tools and supplies, performing task analyses, writing lesson plans, contacting resource persons, compiling training aids, and managing the instructional-learning process. His/her duties may also include assisting in placing program graduates in jobs. In summary, much of the instructor's time during pre-employment activities will be concentrated on preparation for training, including arrangements for other personnel to provide instruction in related areas.
- B. In-plant training.** The training in the plant is usually highly individualized and focuses on developing the skills and rhythm to operate equipment and/or construct and assemble parts on a productive basis. In-plant training activities are conducted on a flexible schedule to allow for equipment/production changes during plant operation. In addition to skill development, in-plant training may also cover such topics as production efficiency, company policies, safety, and human relations in group situations.

C. Responsibilities relating to general instruction

1. Planning
 - a. Conducting task analyses
 - b. Establishing and utilization of performance objectives and performance tests
 - c. Collecting information concerning the learners
 - d. Selecting and using instructional materials
 - e. Selecting appropriate teaching procedures
 - f. Sequencing learning activities
2. Motivating the learners
 - a. Identification of purposes of instruction
 - b. Creating learning activities
 - c. Creating interest
 - d. Rewarding learners for accomplishments
3. Developing classroom climate
 - a. Creating personal instructor-learner relations
 - b. Creating climate similar to in-plant conditions
 - c. Providing climate which will prompt questions
4. Managing the classroom
 - a. Standardizing classroom routine (closely related to client company routine)
 - b. Maintaining attendance reports
 - c. Maintaining classroom control
 - d. Recording tasks (objectives) accomplished
5. Interacting with learners
 - a. Directing learner activities
 - b. Teaching subject matter
 - c. Examining job expectations
 - d. Providing guidance and counseling
6. Testing learner performance
 - a. Testing in relation to predetermined performance objectives

- b. Developing and maintaining progress charts
- c. Using performance tests as basis for planning and improving instruction

D. Responsibilities relating to laboratory activities

- 1. Requisitioning tools, supplies, and equipment
- 2. Receiving and storing supplies and equipment
- 3. Maintaining tools, equipment, and instruments
- 4. Coordinating distribution of supplies
- 5. Maintaining inventory of tools and equipment
- 6. Planning and coordinating laboratory learning activities
- 7. Evaluating laboratory learning activities

IV. SOURCES OF INSTRUCTORS FOR INDUSTRY SERVICES PROGRAMS

Client company personnel normally are recruited to provide instruction on specialized machine set-up and operation. Other personnel may be used for such instruction as blue-print reading and safety.

A. Business and industrial groups

- 1. The client company
 - a. Line supervisors
 - b. Lead workers
 - c. Quality control managers
 - d. Manufacturing engineers
 - e. Safety managers
 - f. Personnel managers
 - g. Department superintendents
 - h. Plant managers
 - i. Production control managers
 - j. Maintenance engineers
- 2. Industrial development groups
 - a. Development engineers
 - b. Plant and equipment specialists
- 3. Other related industries

B. Educational agencies

1. Vocational-technical education centers
2. Technical schools
3. Colleges and universities
 - a. Occupational education departments
 - b. Business and industry departments
 - c. Engineering departments
4. Physical plant departments

C. Governmental agencies

1. Employment service offices
2. Manpower training service offices

D. The local community

1. Private citizens with related work experience
2. Retired military personnel with related work experience
3. Retired industry personnel with related work experience

V. HOW SOURCES MAY BE INFORMED OF VACANT INSTRUCTOR POSITIONS

A. Personal visit with client company

1. During negotiations with industry concerning services needed
2. During analysis of training needs and content

B. Direct mail

C. Telephone

VI. INFORMATION INSTRUCTORS NEED TO KNOW INITIALLY ABOUT VACANT POSITIONS

- A. Location where industry services will be conducted**
- B. Position title**
- C. Salary or wages**
- D. Hours of work**

E. Regular duties and responsibilities required by the position

1. Tasks to be performed
2. Number of trainees
3. Schedule of training
4. Records required

F. Qualifications for position

1. Educational background
2. Special production skills
3. Instructional skills
4. Industrial experience

G. When position becomes available

H. With whom further contact should be made

I. Who will be supervising the program

J. Length of time of employment

**VII. SUGGESTED CRITERIA FOR APPRAISING INSTRUCTOR CANDIDATES FOR
INDUSTRY SERVICES PROGRAMS**

- A. Positive attitude toward the industry and training for jobs within the industry
- B. Good general intelligence
- C. Genuine desire to be an instructor
- D. Definite commitment to teaching
- E. Genuine concern for all trainees
- F. Ability to communicate/demonstrate knowledge, skills, and responsibilities to trainees
- G. Knowledge of jobs to be included in training program
- H. Ability to perform job tasks according to industry methods and standards
- I. Ability to plan and organize units of instruction
- J. Physically fit for the position
- K. Ability to assess trainees' needs and make adjustments to meet those needs
- L. Mentally capable

- M. Socially adjusted and, as much as possible, social and cultural habits should be in accord with those of the participants in the training program
- N. Emotionally adjusted
- O. Meet state division of vocational-technical education certification criteria

It is generally accepted that no single criterion will guarantee a consistently high predictability of instructor success. Therefore, when appraising candidates for selection as instructors, a high degree of balance among the criteria is recommended.

VIII. PERSON RESPONSIBLE FOR THE SELECTION OF INSTRUCTORS FOR INDUSTRY SERVICES PROGRAM

- A. The local vocational-technical education director
- B. The client company representative
- C. The industry services leader
- D. State employment service representative

IX. EVALUATION FORMS AND DEVICES

Often, there will not be enough time to collect all desired information on a prospective instructor. The industry services leader must determine what information is absolutely essential and obtain approval for the instructor as soon as required. One or more of the following forms can be used to collect information.

- A. **Application form**—A sheet providing space for personal data, educational and employment background, and other factual data concerning an applicant for a position.
- B. **Resume**—A short account of one's career and qualifications prepared by an applicant for a position.
- C. **Interview report form**—A form used for appraising a candidate for a position on the basis of facts, inferences, and impressions gained as a result of an interview and other observations. (See Appendix D for a sample interview form.)
- D. **Performance test analysis form**—A record of tasks or competencies obtained on the job or in a training program.

*Continue this learning activity by completing the **Learner Self-Test** which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before proceeding to the selection of an instructor in a practice situation. Follow the instructions provided with each item. Check your answers with the **Answers to Self-Test** which follow. If you fail to complete all items correctly, you may wish to refer back to part of the module information.

1. List four components of a job description.
 - a.
 - b.
 - c.
 - d.
2. Name five responsibilities of industry services instructors as related to general instruction.
 - a.
 - b.
 - c.
 - d.
 - e.
3. List four sources from which prospective instructors for industry services may be acquired.
 - a.
 - b.
 - c.
 - d.
4. Identify three means of informing sources concerning instructor needs of an industry services program.
 - a.
 - b.
 - c.

5. List four initial factors that prospective industry services instructors need to know about vacant positions.

a.

b.

c.

d.

6. Which one of the following is a criterion for appraising the qualifications of prospective instructors for industry services? Circle the correct answer.

a. Positive attitude toward the industry

b. Genuine desire to be an instructor

c. Ability to perform job tasks according to industry methods and standards

d. All of the above

7. Identify from the following list **three** persons who are responsible for the selection of industry services instructors by placing an X in the spaces to the left.

_____ a. The industry services leader

_____ b. The president of the client company

_____ c. The client company representative

_____ d. The dean of the local junior college

_____ e. The local vocational-technical education director

8. Name three types of forms used in the evaluation of industry services instructors.

a.

b.

c.

ANSWERS TO SELF-TEST

1. Answer may include any four of the following:
 - a. Title
 - b. Purpose
 - c. Principal duties/responsibilities
 - d. Organization relationships
 - e. Preparation, experience, and skills required
2. Answer may include any five of the following:
 - a. Planning
 - b. Motivating the learner
 - c. Developing classroom climate
 - d. Managing the classroom
 - e. Evaluating learners
 - f. Interacting with learners
3.
 - a. Business and industrial groups
 - b. Educational agencies
 - c. Governmental agencies
 - d. The local community
4.
 - a. Personal visit to the client company
 - b. Direct mail
 - c. Telephone
5. Answers may include any four of the following:
 - a. Place where industry services will be provided
 - b. Position title
 - c. Salary or wages
 - d. Regular duties and responsibilities
 - e. Hours of work
 - f. Qualifications for position
 - g. When position becomes available

- h. With whom further contact should be made
- i. Who will be supervising the program
- 6. d.
- 7. Correct answers are:
 - a.
 - c.
 - e.
- 8. Any three of the following:
 - a. Application blank
 - b. Resume
 - c. Interview schedule form
 - d. Performance test analysis form

*Proceed to the next learning activity for practice in selecting an instructor for an industry services project.



LEARNING ACTIVITY II: PRACTICE PERFORMANCE

You will be required to practice selecting an instructor for an industry services project. Several subactivities must be completed before the completion of the task. You may wish to read one or more supplementary articles on selecting instructors. You must read the **Case Study Information** presented in this module. You must complete the **Instructor Selection Worksheet**. You will be evaluating your performance in selecting an instructor using the **Performance Checklist**, Appendix A.

- I. Read the **Case Study Information** shown in Appendix B. This information will serve as a basis for completing the following simulated exercises.
- II. Use the **Instructor Selection Worksheet** found in Appendix C to describe your activities in selecting an instructor for the simulated industry described in the case study information.
- III. Use the **Performance Checklist** from Appendix A to check your competency in completing the simulated exercises. Satisfactory performance is realized when all items on the checklist are rated "yes."

*Completion of this learning activity should have prepared you for selecting an instructor in a real work situation. Proceed to the **Check-Out Activity**.



CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity which follows is intended to be conducted in an actual work situation. It may be completed without completing the two learning activities, if you think you already have the knowledge and skills to do so.

You must select an instructor when given this assignment in a real work situation. You may confer with your administrator or the state coordinator for industry services regarding the details for hiring an instructor. You will proceed in selecting an instructor as follows: identify prospective instructors; discuss the position with at least one prospect; obtain qualification information from prospective instructors; appraise qualifications of prospective instructors; and select person who appears to be best qualified for the position. Your performance will be judged by your instructor or supervisor using a checklist. All items on the **Performance Checklist (Appendix A)** must be rated "yes."

*After completing the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have any difficulty in selecting a module.

APPENDIX A
PERFORMANCE CHECKLIST

Selecting instructors for industry services.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided.
If the performance is unsatisfactory, write NO in the space. Each
item must be rated "yes" for satisfactory task performance.

- | | |
|--|--------------------------|
| 1. Was the type training program clearly indicated? | ☐ |
| 2. Was a clear indication given of the topics to be covered in the training program? | ☐ |
| 3. Were the instructor's duties/responsibilities clearly indicated? | ☐ |
| 4. Was the source for recruiting the instructor accurately indicated? | ☐ |
| 5. Was the plan for recruiting the instructor appropriate for the situation? | ☐ |
| 6. Were pre-established criteria for selecting the instructor provided? | ☐ |
| 7. Were criteria effectively used to select an instructor? | ☐ |
| 8. Was the final selection appropriate for the situation? | ☐ |
| | ☐ |

APPENDIX B

CASE STUDY INFORMATION FOR SELECTING AN INSTRUCTOR

Over a period of several months, the assembly department in an electric motor manufacturing industry has experienced problems in setting efficient production methods for new job processes. The new job processes resulted from changing designs in motor component parts and subassemblies. A commitment has been made by local school officials to provide a 100-hour program of study to 10 company supervisors on the principles and techniques of methods planning. There is no space in the plant to conduct such a course, although arrangements can be made for on-the-job observations of workers. It is not known who is qualified to teach the course. The industry services leader must (1) determine what skills would qualify a person to teach the course, (2) identify a person who has these skills, and (3) recruit this person for the time required.

The client company has insisted that practical examples from the industry be incorporated into the classroom instructional program. The following performance experiences must be provided:

1. Observation of worker movements
2. Spotting ineffective worker movements
3. Determining causes of ineffective worker movements
4. Selecting remedies for ineffective worker movements
5. Applying remedies for ineffective worker movements

APPENDIX C

INSTRUCTOR SELECTION WORKSHEET

1. What type training program will be needed?
 - a. Pre-employment
 - b. In-plant
2. What topics will be covered in the training program?
3. What will be the instructor's duties/responsibilities?
 - a. Planning for program
 - b. Providing instruction
 - c. Evaluating instruction
4. From what source will the instructor be recruited?
5. How do you plan to recruit the instructor?
6. What criteria will you use for selecting the most qualified instructor?
7. How will you determine whether the instructor is qualified?
8. Describe your final selection of an instructor in terms of his/her preparation, experience, and skills.

Date _____

APPENDIX D

SAMPLE INTERVIEW REPORT FORM

Name _____ Interviewed by _____

Position Applied for _____

INSTRUCTIONS FOR APPRAISING CANDIDATES: This report is to be used in appraising candidates for industry services instructors. Characteristics to be appraised are listed on the left side of the sheet. Space for rating by the interviewers of each characteristic are located on the right side of the sheet. Each characteristic may be rated on a one to five scale with one being the lowest and five being the highest rating as indicated below. The interviewer should **circle** the number indicating the rating of each characteristic.

IMPORTANT CHARACTERISTICS	Poor	Fair	Good	Excellent	Superior
1. Mental Ability					
a. Does the candidate have the mental ability to perform effectively as an industry services instructor?	1	2	3	4	5
b. How does the candidate rate in oral and written expression?	1	2	3	4	5
c. To what extent is the candidate able to conceptualize classroom role?	1	2	3	4	5
2. Physical Characteristics					
a. Is the individual's health conducive to effective service as an industry services instructor?	1	2	3	4	5
b. Does he/she possess the physical energy and vitality which the position demands?	1	2	3	4	5

	Poor	Fair	Good	Excellent	Superior
c. How would you rate the candidate's cultural background?	1	2	3	4	5
3. Personal Attributes					
a. Does the candidate give an indication of being responsible, understanding, poised, and enthusiastic about teaching?	1	2	3	4	5
b. Does the candidate appear to be energetic and eager to improve his/her competencies?	1	2	3	4	5
4. Emotional Adjustments					
a. Does the candidate adjust well to irritation, frustrations, criticism, confusion, and to difficult personal and professional problems?	1	2	3	4	5
b. Does the candidate exhibit a reasonable degree of self control, poise, and tolerance?	1	2	3	4	5
5. Social Adjustment					
a. Is the candidate able to get along reasonably well with others?	1	2	3	4	5
b. Can he/she cooperate with the industry, school, and other agencies in the solution of professional and technical problems?	1	2	3	4	5
6. Job Competencies					
a. Can the candidate perform and demonstrate performance of the industry tasks to be covered in the training program?	1	2	3	4	5

	Poor	Fair	Good	Excellent	Superior
b. Does the candidate possess the knowledge required for successful industry task performance?	1	2	3	4	5
c. Does the candidate have command over the resources required for training?	1	2	3	4	5

NOTE: The above characteristics may be appraised by indepth interviews and by use of the following:

1. Intelligence tests
2. Records of performance achievements
3. Medical examinations
4. Recommendations from former employers and educators
5. Rating scales and pencil-and-paper tests

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

- I. **Orientation to Industry Services**
 - A. Introduction to Industry Services
 - B. Industry Services Leadership Development Program:
Guide for Using the Self-Paced Instructional Modules
- II. **Establishing Contacts and Relationships**
 - A. Speaking to Industrial and Community Groups
 - B. Writing Articles for News Media
 - C. Identifying Functions of Agencies Involved in
Industry Services
 - D. Developing a Brochure for Industry Services
- III. **Obtaining Agreements**
 - A. Developing Training Agreements
 - B. Developing a Lead-time Schedule
 - C. Interpreting Legislation Related to Industry Services
- IV. **Identifying Training Needs**
 - A. Collecting Framework Production and Training
Information
 - B. Selecting Types of Training Programs
 - C. Preparing a Budget for an Industry Services Project
- V. **Acquiring Resources**
 - A. Selecting Instructors for Industry Services
 - B. Securing a Training Site
 - C. Securing Training Equipment, Tools, and Supplies
- VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services
- VII. **Preparing for Training**
 - A. Adapting the Training Site to Training Needs
 - B. Evaluating Safety Conditions at Training Sites
 - C. Announcing the Opening of a Training Program
- VIII. **Preparing Training Materials**
 - A. Conducting a Task Analysis
 - B. Developing Performance Objectives
 - C. Determining Types of Instructional Methods and Media
 - D. Developing Performance Tests
 - E. Developing Training Manuals
 - F. Preparing Videotapes for an Industry Services Program
 - G. Setting Up Learning Centers for Industry Services Programs
- IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program
- X. **Monitoring Training Programs**
 - A. Assisting in Providing Pre-Employment and In-Plant Training
 - B. Developing a Procedure for Keeping Participating Agencies Informed
About Training Program Activities
 - C. Monitoring Training Programs for Progress and Expenditures
- XI. **Closing Training Programs**

Closing a Training Program
- XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program
- XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

Direct Inquiries To: Research and Curriculum Unit for Vocational-
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